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THE CHRONICLE of Higher Education

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News Summary

Articles on inside pages

Playing devil's advocate in public-policy debates may be the best way for political scientists to gain influence in them, some experts say. Story on Page 5.

Civil-rights investigators in the Education Department have their instructions for applying the Grove City College decision to other bias cases. Story on Page 21.

Colleges are due several million dollars from payments the Education Department has collected on student loans, a higher-education coalition charges. Story on Page 21.

A project planned by the new Commission on College Retirement could result in a financial-planning service for college and university employees. Story on Page 23.

Temple University will not cooperate in an investigation by the American Association of University Professors of the firing of four tenured professors. Story on Page 23.

More than 30 universities now administer drug tests to their own athletes. Story on Page 31.

Many university leaders expect the National Collegiate Athletic Association to revise its new academic standards for freshman athletes following a survey showing a heavy impact on blacks. Story on Page 31.

Rational thought is alive and well in French intellectual circles, according to a survey of scientists and scholars. Story on Page 35.

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'THE BEST OF BOTH WORLDS'

Women's Colleges Show Renewed Vigor After Long, Painful Self-Examination

By ZOË INGALLS

Women's colleges, to the surprise of many who were sounding their death knell as recently as a decade ago, are thriving.

Enrollments grew 25 per cent in a decade. Applications went up steeply. Giving by the alumnae of women's colleges ranks among the best in higher education. The academic and professional achievements of their graduates are enviable.

In the late 1960's and early 1970's, however, when most men's colleges began admitting women, many in higher education—and even in the women's movement—argued that women's colleges were anachronistic. Since qualified women could attend virtually any college or university in the country, they said, the historical and cultural reasons for which women's colleges were created had been nullified. If they wanted to survive, women's colleges should see the light and become coeducational.

Some women's colleges—Vassar is a notable example—did begin admitting men, although for complex reasons that were not all purely philosophical and varied from institution to institution. Others were absorbed by neighboring men's colleges. The rest, after painful self-examination and sometimes divisive debate, chose to remain women's colleges.

It was a felicitous choice.

Nannerl O. Keohane, president of Wellesley College, is particularly sanguine

Continued on Page 18, Column 4

MECKI MCCARTHY

"The strength of the bond we formed makes us more like sisters than friends."

National Concern over Educational Quality Seen Spreading from Schools to Colleges

By MALCOLM G. SCULLY

The intense national concern over quality—or lack of it—in America's schools is spreading to undergraduate education at the country's colleges and universities.

Critics charge that the purposes of the undergraduate program have been diluted and that pressures for professional or preprofessional training have weakened the colleges' commitment to liberal education.

Colleges and universities, they say, have not been immune from the factors that have led to a decline in the quality of secondary schools and are forced to spend too much time providing remedial work for inadequately prepared students.

Next month, a study group created by the National Institute of Education plans to release an analysis of the quality of undergraduate education, based in part on some of the research produced during the Department of Education's study of elementary and secondary schools.

Also next month, William J. Bennett, chairman of the National Endowment for the Humanities, plans to release the report of the Chairman's Study Group on the State of Learning in the Humanities in Higher Education. Mr. Bennett said last week that the report would reflect "the general sense of the group that the condition of learning in the humanities is not satisfactory."

Baccalaureate Meaningless?

In February, the Association of American Colleges will issue the final report of a project that for the past three years has been investigating "quality and coherence in baccalaureate education." Participants in an earlier A.A.C. conference on the subject came to the conclusion that the bachelor's degree had become a virtually meaningless academic credential.

The Carnegie Foundation for the Advancement of Teaching last month announced plans for a "comprehensive study" of undergraduate education. Ernest L. Boyer, the foundation's president, said, "There is little agreement about what should be taught and about what it means to be an educated person."

Mr. Boyer noted, among other things, that "college students are not well informed about the world in which they live, that they are becoming more parochial at the very time the human agenda becomes more global, and that they lack historical perspective and have little knowledge of the significant social trends that will consequently shape their lives."

He cited declines in the performance of students on the verbal section of the Graduate Record Examinations and concern among business leaders "over the commu-

Continued on Page 20, Column 1

Canada's Universities Foresee Few Changes

Canada's Progressive Conservative Party, which won a stunning victory last week, is not expected to seek major changes in policy toward higher education. Story on Page 36.

Women Earned More Doctorates in Education

WASHINGTON

More women than men received doctorates in education in the 1982-83 academic year—the first time that women outnumbered men in any major field, according to figures from the National Research Council.

The council, in its annual survey of doctorate recipients, found that 10,485 women had earned doctorates in all fields in 1982-83, 34 per cent of the total. Both the number and percentage were all-time highs.

The total annual number of new doctorates—31,190 in 1982-83—has changed little since 1977.

"The number of new doctorates is in a steady state. Despite what some people thought, the bottom has not dropped out," said Peter D. Syverson, the author of the study, *Summary Report 1983: Doctorate Recipients from United States Universities.*

About 16 per cent of the 1982-83 recipients were foreign students holding temporary visas. The number of such students has been increasing, according to the report.

"Almost two-thirds of the foreign Ph.D. recipients are remaining in the U.S. immediately after earning their degree," Mr. Syverson said. "Their impact on the U.S. labor force is a real issue, but it's an open question now.

"They may stay for a year for postdoctoral study and then go home, but my bet is that many of them stay longer. We're doing a follow-up survey to find out."

'Reasonably Healthy'

Based on the employment plans of the new degree recipients, the job market seems to be "reasonably healthy" in many fields, especially the sciences, engineering, and the professions—business administration, communications, social work, and theology, Mr. Syverson said.

A limited number of the reports of the survey are available without charge from the Doctorate Records Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418.

—JEAN EVANGELAUF

FACT–FILE

A Profile of 1982-83 Recipients of Doctorates

	Arts and humanities	Business administration	Education	Engineering	Life sciences	Physical sciences	Social sciences	All fields*
Doctoral degrees conferred †	3,494	755	7,147	2,780	5,540	3,438	6,055	31,190
Sex								
Male	56.2%	83.6%	49.6%	95.5%	69.0%	86.4%	60.7%	66.4%
Female	43.8%	16.4%	50.4%	4.5%	31.0%	13.6%	39.3%	33.6%
Racial or ethnic group‡								
American Indian	6	0	44	1	7	9	12	80
Asian	47	44	116	247	239	216	109	1,040
Black	79	20	516	29	74	32	199	1,000
Puerto Rican	23	0	47	6	16	10	19	127
Mexican-American	22	2	82	4	10	8	46	179
Other Hispanic	58	2	56	19	33	26	85	298
White	2,769	503	5,399	1,127	4,132	2,935	4,596	22,189
Other or unknown	84	10	107	48	108	121	144	651
Citizenship								
United States	85.3%	69.4%	87.1%	41.8%	79.9%	74.0%	82.9%	77.9%
Foreign	10.7%	27.5%	9.8%	53.5%	17.4%	23.1%	12.5%	18.5%
Unknown	4.0%	3.0%	3.1%	4.7%	2.6%	2.9%	4.5%	3.6%
Marital status								
Married	54.3%	70.3%	67.5%	81.2%	58.4%	52.7%	55.1%	59.1%
Not married	40.2%	25.2%	28.1%	32.5%	37.4%	42.9%	38.8%	35.8%
Unknown	5.6%	4.5%	4.4%	6.3%	4.3%	4.3%	6.1%	5.1%
Median age at doctorate	34.0	34.4	37.8	30.8	30.6	29.3	32.4%	32.8
Median number of years from bachelor's degree to doctorate	11.1	11.1	14.1	8.0	7.9	7.0	9.3	9.8
Per cent with bachelor's degree in same field as doctorate	58.4%	41.5%	39.5%	74.0%	56.3%	75.4%	58.9%	55.6%
Planned postdoctoral study								
Fellowship	3.4%	0.5%	1.1%	3.6%	26.7%	16.7%	7.3%	9.2%
Research associateship	0.9%	0.9%	0.9%	8.7%	16.7%	24.0%	2.7%	7.5%
Traineeship	0.1%	0.4%	0.4%	1.5%	1.4%	0.7%	1.9%	1.0%
Other	1.3%	0.3%	0.8%	0.5%	4.6%	0.8%	1.3%	1.6%
Planned postdoctoral employment								
Educational institution	67.8%	75.8%	65.6%	28.3%	23.4%	14.0%	40.0%	43.8%
Industry or business	6.5%	11.0%	7.1%	37.3%	9.6%	29.7%	12.6%	14.2%
Government	2.4%	3.3%	8.7%	8.5%	7.1%	6.1%	10.7%	7.5%
Nonprofit organization	4.4%	1.6%	5.4%	1.4%	2.2%	1.0%	10.4%	4.9%
Other or unknown	5.3%	0.9%	4.7%	1.9%	3.0%	1.7%	5.9%	3.9%
Postdoctoral status unknown	7.9%	5.3%	5.2%	8.2%	5.3%	5.2%	7.1%	6.3%
Primary postdoctoral work								
Research and development	6.3%	18.8%	2%	61.3%	47.6%	70.2%	19.9%	25.4%
Teaching	73.1%	65.7%	37.%	24.5%	27.7%	17.6%	35.2%	39.2%
Administration	6.4%	7.1%	34.6%	1.9%	5.4%	1.9%	5.7%	13.6%
Professional services	5.0%	3.0%	13.7%	5.3%	10.1%	3.4%	32.5%	13.7%
Other	4.9%	1.9%	2.7%	2.5%	3.6%	2.6%	2.6%	3.0%
Unknown	4.2%	3.5%	6.1%	4.5%	5.5%	4.3%	4.1%	5.1%
Region of employment after doctorate								
New England	8.5%	6.3%	4.9%	5.3%	4.3%	5.6%	8.0%	6.1%
Mid-Atlantic	13.8%	12.5%	13.2%	14.1%	10.0%	17.5%	18.2%	14.4%
South Atlantic	14.4%	15.6%	15.8%	11.0%	15.9%	13.7%	13.0%	14.8%
North Central	10.0%	10.2%	10.8%	7.5%	10.4%	9.4%	8.8%	9.8%
South Central	6.7%	8.0%	7.0%	5.3%	5.4%	6.4%	5.1%	6.4%
Mountain	3.3%	5.5%	4.8%	4.7%	4.7%	5.3%	4.2%	4.5%
Pacific and insular	11.2%	10.3%	9.1%	15.5%	9.7%	13.0%	11.2%	11.0%
Foreign	7.4%	10.3%	6.3%	18.5%	19.7%	9.6%	7.7%	10.0%
Region unknown	8.2%	3.4%	10.3%	5.3%	4.1%	3.6%	7.0%	7.1%

Note: Figures do not include first professional degrees, such as M.D. or D.D.S.
* Includes degree categories not listed separately.
† Includes non-U.S. citizens with temporary visas.
‡ Includes only U.S. citizens and foreign persons with permanent visas.

SOURCE: SURVEY OF EARNED DOCTORATES, NATIONAL RESEARCH COUNCIL

Concern over Educational Quality Seen Spreading from Schools to Colleges

Continued from Page 1

nication skills and work patterns of graduates."

Many observers say that the attention now being focused on the undergraduate programs, and the concern over its quality, is simply an extension of several years of worry over the quality of elementary and secondary schools.

"It is startling that college educators expect the public schools to define goals and clarify academic content, while often they themselves seem confused about these central educational issues," Mr. Boyer said.

'8-Count Indictment'

"The concern over undergraduate education is logical and it's long overdue," added Chester E. Finn, Jr., professor of education and public policy at Vanderbilt University and author of a recent *Change* magazine article in which he gave what he described as an "eight-count indictment" of college education.

"People are beginning to fuss more coherently about whether they're getting their money's worth from college," Mr. Finn said last week. "More people are saying, 'We're spending an awful lot of money on college. Is it worth it?' "

Mr. Finn said that many colleges and universities were recruiting and admitting unqualified students and then doing "everything possible to keep them, including lowering standards." He also charged that few faculty members made any significant contribution to the expansion of knowledge and that many of them did "very little work" of any sort.

Mr. Finn and others have cited several causes of the new attention being devoted to undergraduate education, ranging from what many see to be the pernicious influence on a liberal education of professional and preprofessional training, to allegations that colleges and universities are now suffering from the effects of the widespread relaxation of requirements that took place during the late 1960's and early 1970's.

The concern over the quality of undergraduate education is not new, however. Kenneth P. Mortimer, chairman of the National Institute of Education's study group, noted that many of the reforms first proposed in the 1960's had their origins in similar concerns about the undergraduate curriculum.

"That concern died for a while when we were trying to deal with the 'steady state' and other financial problems," he said last week. "Now that we're through with dealing with quantitative growth, we can start thinking about advancing the quality of what we do."

'How to Get Better'

Since colleges and universities can no longer focus their attention on "how to get bigger," Mr. Mortimer said, "they have begun to think about how to get better. We may be able to do something about that. We can't do anything about the demographics."

Mr. Mortimer's study group is scheduled to release its report, tentatively called "a blueprint for improving the quality of baccalaureate undergraduate education," in the week of October 14-20.

Mark H. Curtis, president of the Association of American Colleges, said that the forces that have "weakened and strained the undergraduate curriculum" began after World War II and continued virtually unabated.

Many of the reforms adopted in the 1960's were initially designed to restore a sense of purpose and coherence to undergraduate education, Mr. Curtis said, but in the long run they had the opposite effect.

"Some of the reform movements recognized that a sense of purpose had disappeared and wanted to restore it," Mr. Curtis said. "But in many cases what they asked for—a widening of electives and of student options—contributed to the continuing decline and degradation of the degree."

Few observers expect the question of the quality of undergraduate education to achieve the same level of visibility as has the concern over the health of the nation's schools.

'Reservoir of Discontent'

"In elementary and secondary education, the study groups and the elite organizations that began the investigations tapped into a reservoir of public discontent that was already there," said Mr. Finn. "I don't think that discontent is there over higher education.

"The quality of higher education is not an election issue, and it's not even a clear issue of economic prosperity, so it has not been linked to the economic or political agenda the way the quality of the schools has been."

Nonetheless, Mr. Finn and others expect the flurry of attention going to undergraduate education to lead boards of trustees and state legislatures to start asking some of the same questions about colleges and universities that have been asked over the past year about elementary and secondary schools.

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News Summary

Articles on inside pages

Sociology, which was banned in China for 27 years, is undergoing a strong revival. Story on Page 7.

Robert McC. Adams, who took office last week as Secretary of the Smithsonian Institution, views it as "one of the great research institutions in the world." Story on Page 9.

Large two-year colleges spend about 10 per cent less per student than do smaller institutions, a new study finds. Story on Page 12.

The new director of the National Science Foundation is an engineer who worked in industry, but he says he'll be a strong spokesman for academic science. Story on Page 17.

Legislation providing $2.9-billion for the health professions has been approved by the House of Representatives. Story on Page 17.

The aftershocks of retrenchment are still being felt at Temple University, two years after 58 professors were laid off. Story on Page 23.

Most libraries now offer computerized data bases to help researchers find citations, but the services aren't cheap. Story on Page 23.

The football program at the University of Florida has been charged with 107 violations of rules by the National Collegiate Athletic Association. Story on Page 29.

An overdose of democracy has turned Canadian universities into low-quality diploma factories, according to three respected historians. Story on Page 33.

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INJUNCTION ISSUED

New College Football Television Pact Violates Anti-Trust Law, Judge Says

By JACK McCURDY

LOS ANGELES

A federal judge said last week that one of the two major new contracts for televising college football violated anti-trust law—and the other contract might, too.

Later in the week, a group of independent television stations filed lawsuits challenging both contracts. The suits charged that the pacts illegally prevented the stations from competing with the networks.

The contracts were negotiated this summer after the Supreme Court ruled that previous pacts between the National Collegiate Athletic Association and two networks violated federal anti-trust law.

U. S. District Judge Richard A. Gadbois issued a preliminary injunction clearing the way for national telecasts of two games that had been caught up in a dispute among television networks and rival groups of universities.

However, he said it was ultimately up to the participating universities—not the television networks, the College Football Association, or the Big 10 or Pacific-10 Conferences—to give their consent to have the two games telecast.

The games in question, between the University of Nebraska and the University of California, Los Angeles, on September 22, and between the University of Notre Dame at the University of Southern California, on November 24, would not have been televised without the injunction.

Each contest involves one team from the College Football Association, which has a contract with ABC-TV, and one team from the Pacific-10 Conference, which has a contract with CBS-TV.

Judge Gadbois ruled that a provision of the ABC contract—prohibiting C.F.A. members from appearing on other television networks on Saturday afternoons—violates antitrust law.

Nebraska and Notre Dame are members of the association.

U.C.L.A. and Southern California are parties to a separate television contract between members of the Big 10 and Pacific-10 Conferences and CBS, which wants to

Continued on Page 30, Column 1

Sakharov Allowed to Publish Article in Science Journal

MOSCOW

Andrei D. Sakharov, the dissident physicist, has been allowed to publish an article in a Soviet scientific journal. The move is viewed here as an attempt to prove that Mr. Sakharov is well and able to function as a scientist, rather than as an indication that he will be rehabilitated.

In the article, published in *The Journal of Experimental and Theoretical Physics*, Mr. Sakharov thanked his wife, Yelena G. Bonner, for her help in its preparation, a remarkable statement since Miss Bonner has been the target of vituperative criticism in the press and, according to some accounts, has already been tried for anti-Soviet slander.

Mr. Sakharov's article, on the origins of

Continued on Page 35, Column 1

Soviet scientists are embarrassed about the Sakharov case. Story on Page 35.

EPA's Approval to Be Required for Gene Tests

Rule will let U.S. monitor industrial, academic work

By KIM McDONALD

WASHINGTON

Researchers planning field tests involving the release of some types of genetically engineered microbes into the environment must first obtain approval from the Environmental Protection Agency, officials said last week.

The E.P.A. will regulate the tests under existing federal laws controlling the use of pesticides.

The agency's move may result in additional regulatory burdens for academic researchers, who already must obtain approval from the National Institutes of Health for field tests that are supported by N.I.H. funds. But it may fill some of the gaps in regulations for industrial researchers, whose gene-splicing tests had not been subject to regulation by any federal agency.

Industrial Researchers Affected

An E.P.A. official said the requirement to notify his agency of such experiments would mainly affect industrial researchers who test genetically engineered microbes that could be considered pesticides, such as bacteria that impart disease resistance or frost resistance to plants. He said a notice of the new requirement would probably be published soon in the *Federal Register*.

Under federal laws regulating the use of pesticides, the E.P.A. has the authority to request "experimental use permits" from

Continued on Page 11, Column 1

U. of Southwestern Louisiana: the Campus that Decided It Had Outgrown Its Name

By LAWRENCE BIEMILLER

LAFAYETTE, LA.

"I know of no institution in society that is more ambitious than a college or university," says William Arceneaux, who is commissioner of higher education for Louisiana's Board of Regents. "The ambition of a college or university knows no bounds."

Mr. Arceneaux speaks with some authority on the topic, for he has recently had an opportunity to participate in what could be thought of as a case study in institutional ambition.

So have a lot of other people in Louisiana, including a large number of university administrators, several teams of lawyers, a select group of judges, a less select group of lobbyists, all of the members of the state legislature, one "coordinating" and three "management" boards for higher education, and just about every editorial writer in the state.

The subject of their study has been the University of Southwestern Louisiana, which attracted their attention one startling morning late in April with a move that many people in Louisiana thought was audacious in the extreme: It persuaded its "management" board, the Board of Trustees for State Colleges and Universities, to change its name to something that sounded less "regional." That something turned out to be—and this was the audacious part—"The University of Louisiana."

'The First Time, Willy-Nilly'

"When you've been in this job as long as I have, you're not surprised by anything," says Mr. Arceneaux, who has been chief of staff for the "coordinating" Board of Regents since it came into existence in 1975. "But this is the first time we've had anything like this happen—an institution willy-nilly changing its name."

The reason that the university's administrators gave for wanting a new name, however, was far from surprising. During the meeting at which the trustees approved the change, Ray P. Authement, the university's president, said: 'Why do we seek this change? Very simply, we need a name which is visible nationally in order to attract outstanding faculty to this state and to this community." Throughout the ensuing debate, the university's spokesmen and representatives have stuck by that explanation, denying that the institution seeks additional funds, facilities, or programs.

But many in Louisiana doubt it. They suspect that the university hoped, by

Continued on Page 14, Column 2

FACT-FILE

Income and Expenditures of Public 2-Year Colleges, 1982-83

	Enrollment under 5,000*		Enrollment 5,000 to 15,000*		Enrollment over 15,000*		Vocational institutions		All institutions, 1981-82		All institutions, 1982-83	
	Median per student**	Median per cent of total	Median per student**	Median per cent of total	Median per student**	Median per cent of total	Median per student**	Median per cent of total	Median per student**	Median per cent of total	Median per student**	Median per cent of total
Expenditures												
Total educational and general	$3,433	100.0%	$3,301	100.0%	$3,126	100.0%	$3,569	100.0%	$3,002	100.0%	$3,296	100.0%
Academic	1,903	56.2%	1,898	58.9%	1,881	60.6%	2,139	61.2%	1,800	60.8%	1,895	58.7%
Instruction and research	1,609	46.0%	1,620	49.7%	1,591	51.1%	1,796	51.3%	1,517	50.9%	1,605	49.0%
For credit instruction**	1,556	44.8%	1,493	47.0%	1,472	46.7%	1,604	46.0%	1,434	48.6%	1,497	46.1%
For noncredit instruction†	--	0.1%	—	1.0%	—	1.7%	—	1.8%	—	0.6%	—	0.6%
Public service	2	0.1%	3	0.1%	1	0.1%	0	0.0%	2	0.1%	2	0.1%
Academic support	256	7.4%	237	7.7%	236	8.0%	224	7.2%	248	8.3%	245	7.7%
Support services	1,177	35.4%	1,077	34.2%	1,066	33.9%	1,173	32.5%	1,085	36.4%	1,106	34.3%
Student services	283	8.1%	260	7.9%	282	8.4%	249	7.0%	262	8.5%	271	8.0%
Institutional support	485	14.8%	450	14.1%	431	13.1%	515	15.0%	425	14.6%	455	13.9%
Plant operation and maintenance	382	11.7%	370	11.3%	354	11.4%	360	10.4%	368	12.3%	371	11.4%
Utilities	137	3.8%	123	3.7%	110	3.4%	117	3.2%	121	4.0%	121	3.7%
Scholarships and fellowships‡	265	7.3%	207	6.8%	182	5.7%	187	5.5%	37	1.3%	222	6.6%
Revenues												
Total revenues (current fund, excluding auxiliaries)	$3,561	100.0%	$3,366	100.0%	$3,186	100.0%	$3,716	100.0%	$3,114	100.0%	$3,411	100.0%
Tuition and fees	560	14.7%	600	17.6%	658	20.0%	506	13.8%	553	17.4%	600	17.0%
For credit instruction**	544	14.3%	554	16.6%	604	18.3%	489	13.2%	526	16.7%	565	16.1%
For noncredit instruction†	—	0.0%	—	0.7%	—	0.9%	—	0.8%	—	0.5%	—	0.4%
Appropriations	2,355	65.9%	2,156	65.3%	2,117	64.1%	2,575	67.7%	2,171	68.9%	2,191	65.4%
Federal	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
State	1,885	51.9%	1,657	55.7%	1,516	49.8%	2,106	60.2%	1,608	54.6%	1,687	52.6%
Local	92	1.8%	431	12.0%	437	16.5%	252	7.5%	374	12.2%	365	11.1%
State and local combined	2,314	65.0%	2,106	64.9%	2,103	63.3%	2,556	66.4%	2,121	67.7%	2,152	64.7%
Gifts, grants, and contracts‡	473	13.5%	368	11.1%	336	10.5%	400	10.8%	227	7.6%	398	11.4%
Federal‡	359	9.6%	270	8.3%	260	7.7%	308	7.9%	126	4.1%	284	8.4%
State and local	41	1.1%	44	1.4%	43	1.5%	30	0.9%	38	1.2%	43	1.4%
Private	1	0.0%	5	0.1%	5	0.2%	3	0.1%	3	0.1%	3	0.1%
Other revenues (excluding auxiliaries)	96	2.8%	92	3.0%	85	3.0%	69	2.0%	107	3.3%	92	2.9%

Note: Medians represent the number that will divide the group of colleges in half for a given item. The "median institution" will be different for each item, and the proportions may not add to 100 per cent.

* Includes vocational institutions.
** Based on number of full-time-equivalent students enrolled for credit.
† Based on full-time-equivalent students enrolled in noncredit courses.
‡ Includes Pell grants, a change from earlier reports.
— Data not available.
SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Cost Saving at Big 2-Year Colleges Found Less than Expected

Large public community colleges spend about 10 per cent less per student than small two-year colleges do, but the savings are lower than expected, according to a report by the National Association of College and University Business Officers.

"Costs are less at the large colleges, but some administrators thought costs would be much lower," said Anna Maria Cirino, an author of the study. "It seems you can't save 25 per cent by increasing size."

The association found that in 1982-83, the median expenditure for each student enrolled for academic credit at large colleges—those with over 15,000 students—was $3,126. At small colleges—those with fewer than 5,000 enrolled—the comparable figure was $3,433.

The median per-student revenue and expenditure figures have changed little since 1978-79 when adjusted for inflation, according to the report, *Comparative Financial Statistics for Public Community and Junior Colleges: 1982-83.*

The colleges took in slightly more per student than they spent, as they have every year since 1978-79, when the first survey was undertaken.

The study was based on data from 520 colleges that participated in surveys conducted by the association and the National Center for Education Statistics.

About 28 per cent of the faculty members teaching credit courses taught part-time in 1982-83, the report said. Part-time faculty members constituted 91 per cent of those teaching noncredit courses. Large colleges had the highest median percentage of part-time faculty members teaching credit courses, 32 per cent, while small colleges had the lowest, 25 per cent.

The community colleges allocated a median 2.8 per cent of their expenditures to computer-related services.

At 53 per cent of the colleges, computer services were provided on equipment that was purchased, while 13 per cent used leased equipment. At 9 per cent, services were provided by a consortium. The remaining 25 per cent reported that they used a combination or other providers.

Nearly half of the colleges said that they used a mainframe computer only, and 37 per cent used a combination of systems. Thirteen per cent used only minicomputers, and 1 per cent used only microcomputers.

One in every 18 people in the median college's geographic "service area" enrolled for credit or noncredit instruction in 1982-83. The comparable figure was 1 in 25 in 1978-79.

The median student-faculty ratio for credit instruction has remained steady at 19 to 1 since 1978-79.

In the latest survey, Pell grants were added to both the revenues and expenditures figures, a significant change from earlier surveys.

The American Association of Community and Junior Colleges and the Association of Community College Trustees also sponsored the study. Copies of the report are available from the National Association of College and University Business Officers, P.O. Box 35024, Washington 20013. The price is $25 for members of the sponsoring associations and $30 for nonmembers.

—JEAN EVANGELAUF

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